ENGLISH WRITING

Legal Framework

The Statutory Communication and Language (1) and Literacy (2) section of the Curriculum Guidance for the Foundation Stage (2017) and the content of the National Curriculum English Programmes of Study (Key Stages 1 and 2) form the roots of our English writing curriculum. From this statutory national documentation, our English writing curriculum has been devised, developed and personalised to our school community.

OUR INTENT FOR WRITING

We believe that language and English is fundamental to the overall development of the child and their access to the curriculum in all its aspects. We recognise that the acquisition of English, both spoken and written, will empower our pupils and provide the foundation for all future learning. The intent of our writing curriculum is to prepare the children for the future, both in education and in life. It is our aim to nurture a passion for expressing themselves in writing. Our curriculum, brought to life through rich and immersive texts, motivates them to write with enthusiasm. They are inspired to embrace new vocabulary and to apply it with flair in writing in all genres. We instil confidence to draw on their knowledge and skills in writing across the curriculum, enabling them to write fluently, communicating their ideas and emotions. We believe that our children learn best when given the opportunity to apply their skills across the entire curriculum in rich and varied ways. We aim to develop pupils' abilities within an integrated programme of different English elements: phonics, reading, writing, grammar, punctuation, spelling, handwriting and oracy. Throughout their time in our school, all children will be supported and encouraged to achieve their personal best. We therefore recognise that children with additional and different needs should be given additional support if required so that they may achieve their full learning potential.

We aim for all writers to be able to:

- Write with **confidence,** fluency and understanding, orchestrating a range of **independent** strategies to self-monitor, reflect and correct;
- Understand a range of text types and genres and be adaptable when writing in a variety of styles and forms appropriate to the audience;
- Have an interest in words, their meanings; develop a growing and diverse vocabulary in written form and show **ambition** in its use;
- Understand grammar and linguistic conventions for writing and demonstrate **resilience** when using these;
- Have a suitable technical vocabulary to articulate their responses demonstrating **respect** and **consideration** in their assertions

Examples of Curriculum Intent

High aspirations:
- High standards of expectations across all areas of English learning.
- High quality, challenging, diverse texts are chosen as a basis for all writing, including classic and modern.
- Questioning throughout the lesson that extend knowledge and provokes thought.
- Encourage children to embrace challenge, question themselves and enjoy working hard

Cultural experiences and enrichment:
- Author visits/workshops
- Themed writing days/weeks
- Writing opportunities and publishing of writing for local community

British Values:
- Range of texts from different cultures and beliefs through text-based writing, within our library and in free-choice reading areas
- Resources provided for all abilities
- Staff and pupil voice
- Team and group work
- Not afraid to make mistakes in class culture

Daily Implementation of English

- Across the school, from Reception to Year 6, all pupils take part in text-based writing: a well-planned text-led learning journey.
- Children are exposed to high-quality, challenging texts that inspire writing and further reading.
- Consistent teaching sequence including investigation of the features of a text, planning, writing and editing.
- Working walls in every classroom are focused on text-based writing. They include features of a text, planning, WAGOLLS and examples of editing. Each working wall will also have key vocabulary and SPAG displayed.
- Genre/Text specific vocabulary: Identified through the working walls and highlighted to the children at the beginning of and during lessons.
- EYFS: Reception children are given a secure grounding in the Prime Areas of learning, ensuring they have a good foundation on which to build through the specific areas, including Literacy. Areas of provision are enhanced to ensure vocabulary understanding and extension, and develop understanding of the world around them.
- Spelling, grammar, and punctuation is incorporated in all English lessons. The Nuffield Early Language Intervention programme is used to support children who come into school with less vocabulary than others.
- Teacher assessment is used to assess writing (using STA assessment guidelines whilst always considering the age-related expectations for each year group) and this is moderated in school and across the Cluster.

- Formative assessment is used in every lesson through verbal or written feedback in relation to the specific learning objective and on-the-spot marking.
- If a child has met the success criteria from the learning objective, the area of success is highlighted in the children's work.

PROGRESSION IN KNOWLEDGE AND SKILLS

Early Years:
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Writing involves transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech, before writing).
- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others.
- Rhyming words and nursery rhymes

NARRATIVE
Purpose: to entertain
The purpose of narrative can be defined simply as to tell a story. However, that does not convey the many purposes of stories and the way that they work at different levels. The purpose of a narrator is to make the listener or reader respond in a particular way. Stories are written or told to entertain and enthral an audience. Stories can make us sad, horrify us, make us laugh, make us excited. They create imaginative worlds that can help us understand ourselves and the things around us and take us beyond our own experience. From the earliest times, stories have been a part of the way that people have explained their world, passed on their beliefs and memories and entertained one another. Narrative is central to learning, especially for young children who develop their understanding through making up stories about what has happened and what might happen. Children use narrative to organise their ideas, structure their thinking and, ultimately, their writing. Telling and writing stories is not simply a set of skills for children to learn, but an essential means for them to express themselves in creative and imaginative ways.

Common forms of narrative text	Talk for writing 'tales'
stories that use predictable and patterned language	wishing tale
traditional / folk stories / fairy tales	warning tale
stories set in familiar settings	conquering the monster tale
modifying well-known stories (changing a character; amending the ending; changing the setting etc.)	finding tale
	journey tale
stories set in historical contexts	losing tale
myths and legends	rags to riches tale
stories with flashbacks	tale of fear
stories set in fantasy words / science fiction stories	meeting tale
stories from different cultures	character flaw
adventure stories	

	mystery stories scary stories narratives retold from another perspective (e.g. form the point of view of a different character) stories with morals or fables stories with dilemmas stories told as playscripts telling a story from a first-person narrative (e.g. diaries and letters)					
	Traditional stories Fairy tales Other cultures Predictable patterns Familiar settings	Same author/predictable patterns Other cultures Stories with familiar endings Traditional tales-twists Fantasy	Playscripts Other cultures Historical settings Significant authors Adventure	Mystery Historical Myths and legends Other cultures Playscripts	Science fiction Fantasy First person Classic literature (morals/fables) Other cultures	Adventure Other cultures Classic literature (playscripts) Flashbacks Contemporary (with dilemmas)

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Writing to entertain – generic text structure	• simple narratives and retellings are told/ written in first or third person • simple narratives are told/ written in past tense • events are sequenced to create texts that make sense • main participants are human or animal • simple narratives use typical characters, settings and events whether imagined or real	As Year 1, plus: • they are simply developed as either good or bad characters • language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc.	• narratives and retellings written in first or third person • narratives and retellings written in past tense, and occasionally in the present tense • events sequenced to create chronological plots through the use of adverbials and prepositions • descriptions, including those of settings, are developed through the use of	As Year 3, plus: • dialogue is used to convey characters' thoughts and to move the narrative forward • language choices help create realistic sounding narratives. e.g. adverbs, adjectives precise nouns, expressive verbs and figurative language etc.	As Year 4, plus: • narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use adverbials and preposition • descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and	As Year 5, plus: • assured and conscious control is used to effectively and accurately convey meaning, particularly through manipulating grammar and vocabulary to achieve this

'story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing		• adverbials, e.g. in the deep dark woods… • dialogue begins to be used to convey characters' thoughts and to move the narrative forward • language choices help create realistic sounding narratives e.g. shouted/muttered instead of said etc.		figurative language	
Retell and invent narrative • concept of a sentence • basic sequencing of sentences • capital letters and end marks • correct past tense form • written in the third person conjunctions to join ideas	**Simple narrative and description** • past tense and introduction to progressive past tense • adverbs of time to sequence events • adverbs for additional detail • basic noun phrases • singular possessive apostrophe • apostrophe for contraction • simple co-ordinating and subordinating conjunctions • exclamation sentences	**Developed narrative with focus on paragraphing** • 5 clear sections (T4W boxing up format) • conjunctions, adverbs and prepositions to sequence events or to mark changes in setting • dialogue including direct speech • past perfect tense • prepositional phrases for settings • noun phrases • verbs and adverbs chosen for effect cohesion created, and repetition	**Developed narrative with focus on sequence** • sequence organised into paragraphs using fronted adverbials to indicate changes in time or place • different orders of sequences • fronted adverbials as single words, phrases and clauses to create cohesion • expanded noun phrases • dialogue including direct speech to show character	**Developed narrative with focus on cohesion** • cohesion through a variety of devices • links within and between paragraphs with adverbials • past perfect tense to link events • action, dialogue and description used to move events forward • relative clauses with commas and dashes used for additional detail including omitted relative pronouns	**Developed narrative with focus on atmosphere and shifts** • cohesion through a wider variety of devices (e.g. repetition of a word or phrase, ellipsis) • sustained register with well-rounded ending • atmosphere and mood created through effective word choice, sentence structure and literary devices • shifts in formality • past perfect tense to link events,

The orange vertical label reads: **Writing to entertain – stories, including re-telling; character description; setting description**

	• comparable adjectives • commas to separate items in a list • verbs chosen for effect	avoided through the use of nouns and pronouns	• develop characters through dialogue and action • standard forms of verb inflections used instead of local spoken forms • apostrophes for plural possession • past progressive and present perfect	• modal verbs to suggest degrees of possibility • adverbs of possibility	including past perfect progressive • action, dialogue and description used to move events forward • subjunctive form to hypothesise • colons, semi-colons and dashes used to separate and link ideas

REPORTS
Purpose: To provide detailed information about the way things are or were and to help readers/listeners understand what is being described by organising or categorising information.
Common forms of report texts:
Describing aspects of daily life in history (e.g. fashion, transport, buildings)
Describing the characteristics of anything (e.g. particular animals or plants; the planets in the solar system, different rocks and materials; mythological
creatures)
Comparing and describing localities or geographical features. Describing the characteristics of religious groups and their lifestyles in re
information leaflets
tourist guidebooks
encyclopaedia entries
magazine articles
biographies

General text structure: In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common
structure includes:
• an opening statement, often a general classification (sparrows are birds)
• sometimes followed by a more detailed or technical classification (their Latin name is...)
• a description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example:
• its qualities (like most birds, sparrows have feathers.)
• its parts and their functions (the beak is small and strong so that it can ...)
• Its habits/behaviour/ uses (sparrows nest in...)

Writing to

Fact-file	Basic non-chronological report	Sectioned non-chronological report	Non-chronological report with paragraphs	Detailed information texts	Biography
• concept of a sentence • capital letters and end marks • word choices	• present tense • opening questions	• planned into sections • headings • sub-headings	• organised into sections with appropriate	• cohesion through a wider variety of devices	• cohesion through a variety of devices within and across paragraphs

	• labels and captions	• concluding exclamatory sentence • subordinating and coordinating conjunctions to join information and give reasons • adverbs	• conjunctions to join information and give reasons • present perfect tense • word choices to match information texts	headings and text type features • range of conjunctions and appropriate word choices • beginning to explore levels of formality and able to demonstrate this through word and sentence choices • appropriate use of pronouns and nouns	• layout devices including headings, sub-headings, columns, bullets and tables to structure texts • sustained levels of formality demonstrated through sentence and word choices in difference pieces of different levels of formality • relative clauses with commas and brackets to add information	• structured paragraphs linked with adverbials • indicate degrees of possibility using modal verbs and adverbs semi-colons for items in a list and colons to introduce lists • the identification of different structures typical of informal and formal writing e.g. the use of the subjunctive and the use of question tags • hyphens used to avoid ambiguity

RECOUNTS
Purpose: To give details of an event that has happened
Common forms of recount texts:
Retelling events in English lessons and other curriculum areas such as RE
Giving accounts of schoolwork, sporting events, science experiments and trips out
Writing historical accounts letters and postcards
diaries and journals
newspaper reports
magazine articles
obituaries

General text structure:
- orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...)
- an account of the events that took place, often in chronological order (The first person to arrive was ...)
- some additional detail about each event (He was surprised to see me)
- reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun)
- Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts

Recount of event	Simple recount • past tense	Sectioned recount	Developed recount with paragraphs	Journalistic writing	Developed journalistic writing

• concept of a sentence • capital letters and end marks • word choices • correct past tense form • written in the first person	• progressive forms of verbs • exclamatory sentences to make personal comments • subordinating and coordinating conjunctions to join information and give reasons • use of noun phrases • adverbs of time to sequence events	• planned in sections using conjunctions, adverbs and prepositions to sequence events • word choices and developed sentence structures to match recount texts • Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • Inverted commas can be used to punctuate direct speech, if appropriate	• developed sequential language organised into paragraphs • adverbs, adverbials and prepositions to sequence events • word choices and developed sentence structures to match recount texts • expanded noun phrases	• focusing on journalistic vocab and sentence structures • cohesion through choice of techniques within and across paragraphs • structural features included in newspaper reports • shifts in formality as writing extension • use of the past perfect • modal verbs can be used to indicate degrees of possibility	• cohesion through a wider variety of devices • passive voice • shifts in formality • control of vocabulary choices to match the language used in journalistic writing • use of semi-colons, colons and dashes to mark boundaries between independent clauses • structural features included in newspaper reports • past perfect progressive form of verbs

INSTRUCTIONS / PROCEDURAL TEXTS
Purpose: To ensure something is done effectively and/or correctly with a successful outcome for the participant/s
Common forms of instructions / procedural texts:
How to design and make artefacts
Technical manuals: how to operate computers, phones, devices
How to carry out science experiments or to carry out a mathematical procedure
How to play a game Writing rules for behaviour
How to cook and prepare food
timetables and route-finders
posters, notices and signs
instructions on packaging

Generic text structure: Begin by defining the goal or desired outcome e.g. How to make a board game
• an introductory sentence or paragraph
• list any material or equipment needed, in order
• provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal
• diagrams or illustrations are often integral and may even take the place of some text (Diagram B shows you how to connect the wires.)
• a final evaluative statement can be used to wrap up the process. E.g. Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat.

	Simple instructions	Developed instructions	5-part instructions	Developed 5-part instructions	Complex 5-part instructions	
Writing to inform – instructions	• concept of a sentence • basic sequencing of sentences • capital letters and end marks • word choices • correct past tense form • labels and captions	• developed sequencing with subordinating and coordinating conjunctions to join information and give reasons • adverbs of time to sequence and to add detail • commas to separate items in a list	• commas to separate items in a list sequenced parts – title; opening paragraph to introduce instructions; equipment list; method; closing paragraph with 'top tip' • headings and subheadings to aid presentation • time, place and cause expressed using conjunctions, adverbs or prepositions	• 5 clearly sequenced parts • cohesion through the use of nouns and pronouns • fronted adverbials	• 5 clearly sequenced parts • parenthesis can be used to add additional advice • relative clauses to add further information • modal verbs to suggest degrees of possibility • layout devices to provide additional information and guide the reader	

	Purpose of explanation texts: To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain a process, such as how a car is made. Common forms of explanatory text: Explaining electricity, forces, food chains etc. in science Explaining inventions such as the steam train, the causes of historic events such as wars and revolutions, explaining the role of the Nile in determining the seasons in Ancient Egypt Explaining phenomena such as the water cycle or how a volcano erupts in geography. Explaining religious traditions and practices in RE encyclopaedia entries technical manuals question and answer articles and leaflets science write-ups	**Generic text structure:** A general statement to introduce the topic being explained. E.g. In the winter some animals hibernate. • the steps or phases in a process are explained logically, in order. E.g. When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide. • specific features that include written in the present tense, text arranged into numbered points, time conjunctions, diagrams with labels and pictures with captions

Writing to inform - explanations		**Basic explanation** • consistent use of present tense • questions used to form titles • question marks used to denote questions (Y1) • conjunctions e.g. so…because to explain	**Sectioned explanation** • Introduction to paragraphs as a way to group related material • consistent use of present tense • express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • heading and subheadings used to aid presentation	**Explanation text with paragraphs** • fronted adverbials • paragraphs to organise ideas • cohesion through the use of nouns and pronouns	**Developed explanation text** • indicate degrees of possibility using adverbs and modal verbs • layout devices to provide additional information and guide the reader • cohesion within paragraphs using adverbials • relative clauses used to add further information • parenthesis to add to the clarification of technical words	**Scientific writing/report** • cohesion through a wider variety of devices • passive voice • appropriate levels of formality demonstrated • features of explanation texts where appropriate • advanced sequential and causal language
PERSUASIVE TEXTS **Purpose:** To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things. Common forms of explanatory text: Publicity materials such as tourist brochures Writing editorials to newspapers about controversial issues Writing letters about topics such as traffic on the high street or deforestations. Creating posters and leaflets about issues such as bullying, stranger danger or substance abuse Creating posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition Writing book reviews for other pupils Book blurbs Applying for a job or a position on the school council				**Generic text structure:** • an opening statement (thesis) that sums up the viewpoint being presented: Green trees Hotel is the best in the world. School uniform is a good idea • strategically organised information presents and then elaborates on the desired viewpoint: Vote for me because I am very experienced. I have been a school councillor three times and I have ... • a closing statement repeats and reinforces the original thesis: All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best		
Writing to		**Basic persuasive text** • written in present tense • questions	**Sectioned persuasive text** • introduction to paragraphs as a	**Persuasive text with paragraphs** • potentially an • cohesion through choice of pronouns	**Developed persuasive text** • evaluating the contrast between	**Advanced persuasive text** • adapting degrees of formality and informality,

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- effective use of noun phrases
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way to group related material
- express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions
- use of present perfect form of verbs
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or nouns within and across sentences, avoiding repetition
- expanded noun phrases
- persuasive writing features (e.g. DAFOREST)
- modal verbs to indicate degrees of possibility
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formal and informal persuasive texts
- cohesion through choice of techniques
- expanded noun phrases
- persuasive writing features (e.g. DAFOREST)
- modal verbs and adverbs to position the argument
- structured paragraphs linked with adverbials
- commas to avoid ambiguity
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including vocabulary choices, to suit the form and the text
- passive voice
- subjunctive form to hypothesise
- cohesion across paragraphs using wider range of cohesive devices including conjunctive adverbs
- persuasive writing features (e.g. DAFOREST)
- hyphens to avoid ambiguity
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DISCUSSION TEXTS

Purpose: To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples.

Common forms of discussions texts:

Non-fiction book on an 'issues'

Write-up a debate Leaflet or article giving balanced account of an issue

Writing letters about pollution, factory farming or smoking

Writing essays giving opinions about literature, music or works of art

General text structure: The most common structure includes:
- a statement of the issues involved and a preview of the main arguments
- arguments for, with supporting evidence/examples
- arguments against or alternative views, with supporting evidence/examples

Another common structure presents the arguments 'for' and 'against' alternatively. Discussion texts usually end with a summary and a statement of recommendation or conclusion. The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided.

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<td rowspan="2">Writing to discuss –</td>
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Basic discussion text
- consistent use of present tense – recap from Y2
- present perfect form of verbs – recap from Y3
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Advanced discussion text
- cohesion within paragraphs using adverbials
- layout devices to provide additional
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Complex discussion text
- cohesion through a wider variety of devices
- adverbials for cohesion
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					effective use of noun phrases • paragraphs to organise ideas • adverbials e.g. therefore, however… • heading and subheadings used to aid presentation – recap from Y3	information and guide the reader • modal verbs to indicate degrees of possibility	• modal verbs and adverbs to position the arguments • advanced language chosen to represent both arguments • appropriate levels of formality applied • well-structured arguments • language involved with evaluation and viewpoints included • use of semi-colons and colons to control sentence structure • passive voice • subjunctive form to hypothesise
Poetry	**Acrostics** • The first of last letter in each line spell out a word. Most commonly, it is the first letter that spells out the word • The acrostic links to a given theme, e.g. winter • Lines usually end with commas **Shape poems / calligrams**	**Riddles** • The poem describes a noun, usually an object, but does not name it, e.g. it might describe a tiger as striped and furry • The last line usually directly addresses the reader and uses a question: What is it? or Who am I? The mood of the poem is light hearted **Diamantes**	**Limericks/ Clerihews** • A clerihew is four lines in length, and includes rhyming couplets (AABB) • The subject of the poem is typically a character who is named on one of the lines • The mood of this type of poem is comic **Mr Smith wears a wig,**	**Limericks/ nonsense poetry** • The poem is five lines in length and follows the rhyme scheme AABBA • The line structure is as follows: Line 1: 7-10 syllables Line 2: 7-10 syllables Line 3: 5-7 syllables Line 4: 5-7 syllables Line 5: 7-10 syllables	**Kennings** • A kenning is a two- word phrase which describes an object • Kenning poems are type of riddle • Each line consists of one kenning. There is no set number of lines in each verse, although 8 lines and 1 verse is expected for this age group • The kennings should be ordered	**Classic Poetry** **Narrative poetry** **Sonnets** • Unlike other taught styles, Iambic pentameter refers to the way in which individual lines are constructed • There are no particular rules about verse length • It is a sequence of ten alternately

• The poem usually describes an object • The poem is presented in the shape of the object which it is describing • The layout may either be with the words inside a shape or around the outline of a shape **Performance poetry**	• The poem is presented in the shape of a diamond • The line structure is as follows: Line 1: Beginning subject Line 2: Two adjectives about line 1 Line 3: Three verbs or words ending '-ing' about line 1 Line 4: A short phrase about line 1, a short phrase about line 7 Line 5: Three verbs or words ending '-ing' about line 7 Line 6: Two adjectives about line 7 Line 7: End subject • Precise verbs and adjectives are used in the relevant lines indicated above	**But for his head it's rather big,** **In windy weather he was careless,** **Now Mr Smith's head is hairless.** **Blackout** • Formed from the selection of words which catch the attention within another text. All other words Are then 'blacked' out. **Free verse** • Free verse does not follow a set syllable pattern or rhyme scheme • It may be written on a range of themes • Refer to the KS2 key objectives and writing curriculum content for Year 3 **Question and answer poetry** **Performance poetry**	• The first line usually begins with 'There was a…' and ends with the name of a person or place • The last line should be rather unusual or far-fetched • Each line starts with a capital letter • Lines often end with a comma • The mood of this type of poem is comic, and it can even be nonsense **An ambitious young fellow named Matt,** **Tried to parachute using his hat,** **Folks below looked so small,** **As he started to fall,** **Then got bigger and bigger and SPLAT!** **Cinquain** • The poem is five lines in length • The line structure is as follows: Line 1: 1 syllable Line 2: 2 syllables Line 3: 3 syllables Line 4: 4 syllables	within the poem with consideration of the impact on the reader **Ball catcher** **Muddy scrambler** **Fast diver** **Long kicker** **Expert thrower** **Ace defender** **Goal saver** **Game winner** **Senryus** • The structure is identical to that of a haiku (see Y2) • Each line starts with a capital letter • Each line ends with appropriate punctuation • Where senryus differ from haikus is their subject: senryus are about human nature or emotions • They can be serious or cynical **First day, new school year,** **Backpack harbours a fossil:** **Last June's cheese sandwich.** **The death of a friend** **Can leave one devastated.**	unstressed and stressed syllables • Children should be encouraged to hear the effect of lines being constructed in this style **Two households,** **both alike in dignity,** **In fair Verona, where we lay our scene,** **From ancient grudge break to new mutiny,** **Where civil blood makes civil hands unclean.** **From forth the fatal loins of these two foes** **A pair of star-cross'd lovers take their life.** **Free verse** • Free verse does not follow a set syllable pattern or rhyme scheme • It may be written on a range of themes • Refer to the KS2 key objectives and writing curriculum content for Year 6 **Performance poetry**

		• Each line starts with a capital letter; commas are used between verbs and adjectives; no punctuation at the end of lines *Bike* *Shiny, quiet,* *Pedalling, spinning, weaving* *Whizzing round corners, zooming along roads* *Racing, roaring, speeding* *Fast, loud,* *Car* **Free verse** • Free verse does not follow a set syllable pattern or rhyme scheme • It may be written on a range of themes • Refer to the KS1 key objectives and writing curriculum content for Year 2 • **Shape poems** • **Repeating patterns** • **Performance poetry**		Line 5: 10 syllables • There is no set rhyme scheme • Each line starts with a capital letter and only the last line ends with a full stop **I** **Am four** **And I go** **To big school where** **I learn to read and write and spell my name.** **Free verse** • Free verse does not follow a set syllable pattern or rhyme scheme • It may be written on a range of themes • Refer to the KS2 key objectives and writing curriculum content for Year 4 • **Performance poetry**	**Fate is often cruel.** **Haikus** • The mood of a haiku is generally serious and is usually about nature • There is no rhyming structure • The line structure is as follows: Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables • Each line starts with a capital letter • **Free verse** • Free verse does not follow a set syllable pattern or rhyme scheme • It may be written on a range of themes • Refer to the KS2 key objectives and writing curriculum content for Year 5 • **Monologue** **Performance poetry**	

Punctuation					
• Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Capital letters for names and for the personal pronoun I	• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes for contraction and to mark singular possession in nouns	• Introduction to inverted commas to punctuate direct speech	• Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] • Apostrophes to mark plural possession [for example, the girl's name, the girls' names] • Use of commas after fronted adverbials	• Inverted commas and other punctuation to indicate direct speech • Apostrophes to mark plural possession • Use of commas after fronted adverbials • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity	• Semi-colon, colon and dash to mark the boundary between independent clauses. • Colon to introduce a list and use of semi-colons within lists • Punctuation of bullet points to list information • Hyphens can be used to avoid ambiguity
Expectations for each year group					
• 6 x writing to entertain • 6 x writing to inform: 2 x report, 2 x recount and 2 x instructions • 3 x poetry	• 6 x writing to entertain • 4 x writing to inform: report, recount, instructions and explanation • 2 x writing to persuade: letter and one other • 3 x poetry	• 6 x writing to entertain • 4 x writing to inform: report, recount, instructions and explanation • 2 x writing to persuade: letter and one other • 3 x poetry	• 6 x writing to entertain • 4 x writing to inform: report, recount, instructions and explanation • 1 x writing to persuade • 1 x writing to discuss • 3 x poetry	• 6 x writing to entertain • 4 x writing to inform: report, recount, instructions and explanation • 1 x writing to persuade • 1 x writing to discuss • 3 x poetry	• 6 x writing to entertain • 4 x writing to inform: report, recount (1 x letter or diary and 1 x newspaper report) and explanation • 1 x writing to persuade • 1 x writing to discuss • 3 x poetry